



Macedonia Elementary

556 Jones Bridge Rd.

Blackville, SC 29817, SC

Grades	PK-6 Elementary School	
Enrollment	445 Students	
Principal	Eryl M. Smalls	803-284-5800
Superintendent	Dr. Teresa L. Pope	803-284-5605
Board Chair	Ms. Inell Waring	803-284-3217

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Below Average	Good
2012	Below Average	Below Average
2011	Below Average	Below Average
2010	Below Average	Below Average
2009	Below Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

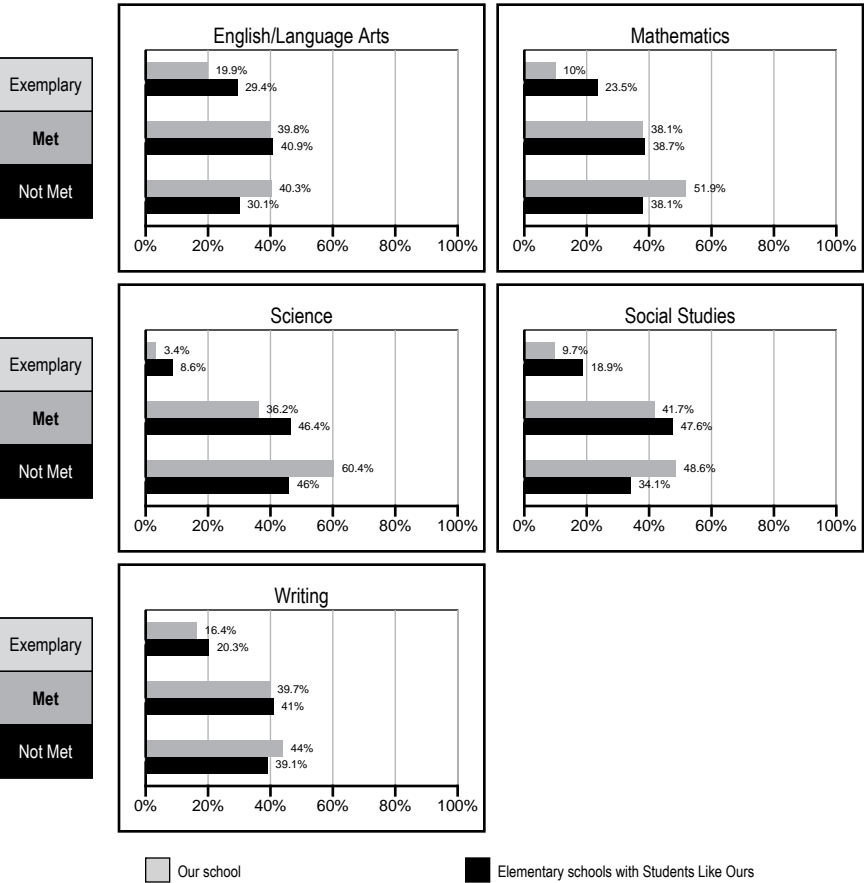
97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	15	119	47	14

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=445)				
First graders who attended full-day kindergarten	90.0%	Down from 100.0%	100.0%	100.0%
Retention rate	1.4%	Down from 1.9%	1.2%	0.9%
Attendance rate	95.0%	Down from 95.6%	95.9%	96.3%
Served by gifted and talented program	3.0%	N/A	3.0%	7.2%
With disabilities	13.0%	N/A	13.5%	12.4%
Older than usual for grade	5.3%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	50.0%	Up from 46.7%	60.4%	62.5%
Continuing contract teachers	96.7%	Up from 90.0%	77.3%	83.3%
Teachers returning from previous year	91.7%	Down from 92.7%	84.9%	88.3%
Teacher attendance rate	93.0%	Down from 94.3%	94.8%	95.0%
Average teacher salary*	\$43,103	Up 8.7%	\$46,205	\$48,193
Professional development days/teacher	1.5 days	Down from 1.7 days	10.5 days	11.0 days
School				
Principal's years at school	1.0	Down from 5.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 13.7 to 1	18.2 to 1	20.1 to 1
Prime instructional time	87.1%	Down from 89.0%	89.5%	90.0%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,667	Down 2.7%	\$8,127	\$7,364
Percent of expenditures for instruction**	62.0%	Up from 61.8%	68.0%	68.0%
Percent of expenditures for teacher salaries**	59.0%	Up from 53.8%	64.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2012-13 school year at Macedonia Elementary School has been a challenging, yet rewarding year for all stakeholders. With the implementation of the Common Core Standards, we have begun the preparation of our students for the Smarter Balance Assessment in the 2014-15 school year.

The faculty and staff are continuously analyzing data gleaned from MAP and PASS assessments and the ESEA Waiver to determine strengths and weaknesses, drive instruction, and improve the school's instructional program.

We have had many parental involvement activities to help build a positive relationship with all households including: content area nights for English, Math, Science, and Social Studies; a culture fair; arts showcase; family fitness night; Valentines Day ball; career fair; and many other opportunities for the community to become involved in our school. Our PTO and school improvement council are active partners in encouraging the involvement of all stakeholders.

The School Beautification Committee has been responsible for creating a different look and feel to the environment of the school. They have helped with the painting of murals throughout the school and have expanded the garden with the help of many community partners and the faculty and staff.

We have continued with PBIS, and implemented the Math Challenge of the week problem. In the 2013-14 school year we will implement the Teacher Advancement Program (TAP) to provide teachers with professional development to improve classroom instruction.

We have been delighted with progress this year and look forward to the opportunities of the coming year to raise student achievement and create a positive environment for all stakeholders.

Mr. Eryl Smalls, Principal

Ms. Bridget Brown, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	53	22
Percent satisfied with learning environment	53.3%	81.1%	86.4%
Percent satisfied with social and physical environment	78.6%	60%	79.2%
Percent satisfied with school-home relations	7.7%	74.5%	83.3%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	43.4
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Macedonia Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	629.9	612.5	588.9	600.9	100.0	100.0
Male	622.2	609.3	589.3	599.4	100.0	100.0
Female	638.9	616.3	588.2	602.3	100.0	100.0
White	643.8	623.2	602.8	612.0	100.0	100.0
African American	624.7	607.8	582.8	597.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	628.4	610.7	587.2	598.5	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0
Grades 6-8						
All Students	635.3	623.6	593.8	630.9	100.0	100.0
Male	N/A	N/A	N/A	N/A	100.0	100.0
Female	638.3	623.8	596.2	625.1	100.0	100.0
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	631.0	618.2	589.1	633.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	632.9	620.3	591.6	629.2	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	67	95.5	35.6	37.3	27.1	64.4
	4	63	95.2	40.7	42.4	16.9	59.3
	5	58	100	50	36.2	13.8	50
	6	50	100	51.1	31.9	17	48.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	54	100	34.6	30.8	34.6	65.4
	4	63	100	41.9	43.5	14.5	58.1
	5	60	100	47.5	42.4	10.2	52.5
	6	60	100	36.2	41.4	22.4	63.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	67	100	67.7	22.6	9.7	32.3
	4	63	100	58.1	33.9	8.1	41.9
	5	58	100	55.2	39.7	5.2	44.8
	6	50	100	40.4	46.8	12.8	59.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	54	100	63.5	25	11.5	36.5
	4	63	100	40.3	50	9.7	59.7
	5	60	100	61	33.9	5.1	39
	6	60	100	44.8	41.4	13.8	55.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	33	100	66.7	26.7	6.7	33.3
	4	63	100	53.2	43.5	3.2	46.8
	5	29	100	44.8	51.7	3.4	55.2
	6	25	100	N/AV	N/AV	N/AV	37.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	27	100	48.1	33.3	18.5	51.9
	4	63	100	N/AV	N/AV	N/AV	33.9
	5	31	100	N/AV	N/AV	N/AV	32.3
	6	30	100	N/AV	N/AV	N/AV	48.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	34	100	31.3	50	18.8	68.8
	4	63	100	61.3	35.5	3.2	38.7
	5	29	100	51.7	34.5	13.8	48.3
	6	25	100	N/AV	N/AV	N/AV	52.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	27	100	48	40	12	52
	4	63	100	53.2	43.5	3.2	46.8
	5	29	100	60.7	28.6	10.7	39.3
	6	30	100	27.6	51.7	20.7	72.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	58	100	48.3	29.3	22.4	51.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	53	100	42.3	38.5	19.2	57.7
	4	64	100	49.2	38.1	12.7	50.8
	5	60	100	47.5	40.7	11.9	52.5
	6	59	100	36.2	41.4	22.4	63.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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